

Virginia

Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning

Grade 8 History and Social Science Test Blueprint

**This revised blueprint will be effective with the administration
of the 2003-2004 History and Social Science
Standards of Learning Tests.**

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Grade 8: History and Social Science Blueprint

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Standards of Learning Test Blueprint Introduction

What is a test blueprint?

A test blueprint is a guide for test construction and use. The Standards of Learning test blueprints serve a number of purposes. One, they serve as a guide to test developers as they write test questions and construct the Standards of Learning tests. Two, they serve as a guide to educators, parents, and students in that they show (a) the Standards of Learning covered by the test and which, if any, have been excluded; (b) which Standards of Learning are assigned to each reporting category; (c) the number of test items in each reporting category and on the total test; (d) general information about how the test questions are constructed; and (e) the materials that students are allowed to use while taking the test.

How is the test blueprint organized?

There is a blueprint for each test (e.g., grade 3 English, grade 5 mathematics, grade 8 science, Virginia and United States History). Each blueprint contains the following information:

1. **Test Development Guidelines:** guidelines used by Harcourt Educational Measurement and the members of the Content Review Committees in developing the Standards of Learning tests. This section contains three parts:
 - A. General Considerations – lists general considerations that are used in developing the test as well as considerations specific to a particular content area.
 - B. Item Format - lists information on how items for the test are constructed.
 - C. Ancillary Materials - lists any materials (e.g., calculators, rulers, protractors, compasses, dictionaries) that students are allowed to use while taking each test.
2. **Blueprint Summary Table:** a summary of the blueprint which displays the following information:
 - reporting categories for each test;
 - number of test items in each category;
 - Standards of Learning included in each reporting category. Standards of Learning are identified by their numbers and letters;
 - Standards of Learning which are excluded from the Standards of Learning test;
 - number of operational items on the test;
 - number of field-test items on the test; and
 - total number of items (operational and field-test items) on the test.
3. **Expanded Blueprint:** provides the same information as the Blueprint Summary Table except that the full text of each Standard of Learning is included. In addition, Standards of Learning that are excluded from the test are categorized by the reason they were not included.

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What is a reporting category?

Each test covers a number of Standards of Learning. In the test blueprint, Standards of Learning are grouped into categories that address related content and skills. These categories are labeled Reporting Categories. For example, a Reporting Category for the Grade 8 History and Social Science test is “United States History to 1877.” Each of the Standards of Learning in this reporting category addresses United States history from pre-Columbian times to 1877. When the results of the Standards of Learning tests are reported, the scores will be presented in terms of scores for each Reporting Category and a total test score.

Are some Standards of Learning assigned to more than one reporting category?

Letters under a particular Standard of Learning are sometimes coded to different reporting categories. For example, United States History to 1877 Standard of Learning USI.7a, which deals with the weaknesses of the Articles of Confederation, is assigned to the reporting category “Civics” in the Grade 8 History and Social Science Standards of Learning test. However, Standard of Learning USI.7d, which deals with the major accomplishments of the first five presidents of the United States, is assigned to the reporting category “United States History to 1877.” Each standard, as well as each letter under a standard, is assigned to only one reporting category.

Why are some Standards of Learning not tested on the Standards of Learning tests?

In some content areas, there are Standards of Learning that do not lend themselves to multiple-choice testing. For example, in the Grade 8 History and Social Science Standards of Learning test, USI.1e cannot be appropriately assessed in a multiple-choice format.

At the end of the blueprint for each test, the Standards of Learning not tested are listed in “Standards of Learning Excluded from Testing.” In the expanded blueprint the Standards of Learning excluded from testing are categorized by the reason they are not tested.

Will all Standards of Learning listed in the blueprint be assessed each time the Standards of Learning tests are given?

Due to the large number of Standards of Learning in a content area for a grade span, *every* Standard of Learning will not be assessed on every Standards of Learning test form. By necessity, to keep the length of a test reasonable, each test will sample from the Standards of Learning within a reporting category. However, every Standard of Learning is eligible for inclusion on each form of a Standards of Learning test.

Grade 8: History and Social Science

Test Development Guidelines

A. General Considerations

1. All items included in this test will address the knowledge and skills specified in the 2001 Virginia Standards of Learning in History and Social Science for United States History to 1877, United States History: 1877 to the Present, and Civics and Economics.
2. The items will be free of stereotyping or bias directed at a particular age, gender, economic status, racial, ethnic or religious group, or geographic region.
3. The test will **not** be timed.
4. There is no penalty for guessing. Students will be scored on the number of correct answers out of the total number of operational items on the test.
5. Where appropriate, “real-life” examples and situations that the student would likely encounter will be used to present data or ask questions.
6. Items will be grade-appropriate in terms of difficulty, interest, and reading level.
7. Information will be presented through written text and/or through visual materials, such as graphs, charts, maps, cartoons, or other illustrations.
8. Only one item will be linked to a piece of written text, or a graph, chart, map, cartoon, or other illustration.
9. When acronyms are used, both the complete name and the acronym will be given in most cases, for example, North Atlantic Treaty Organization (NATO).

B. Item Format

1. Each item will be a multiple-choice item containing four choices. Choices such as “None of the above,” “All of the above,” and “Not here” will **not** be used.
2. Answer choices will be arranged vertically beneath the item stems unless space considerations prevent such an arrangement.
3. Item stems will be in the form of questions or in the form of sentences that require completion.
4. Numerical answer choices, such as dates, will be arranged in ascending order.
5. Graphic displays, their corresponding questions, and response choices will appear on the same or facing pages.
6. Artwork accompanying items will be placed above the question unless, for clarity, the size or format of the artwork lends itself to another arrangement.
7. Negative words in the item stem (*i.e.*, “not,” “least,” “except”) will be emphasized by italics, boldface type, underlining, or capital letters.

C. Ancillary Materials

A blank sheet of white paper.

Grade 8: History and Social Science Blueprint Summary Table

Reporting Category	Number Of Items	United States History to 1877 SOL	United States History: 1877 to the Present SOL	Civics and Economics SOL
Standards of Learning USI.1a-d, f-h; USII.1a-d, f-h; and CE.1a-e will be assessed throughout the reporting categories based on content links within the Curriculum Framework.				
United States History to 1877	12	USI.4a-b USI.5a, c-d USI.6a, c-d USI.7d USI.8a, d USI.9a-b, d, f USI.10b		
United States History: 1877 to the Present	12		USII.3a-c, e USII.4a-b USII.5b-c USII.6a-c USII.7a, c-d USII.8b	
Geography	5	USI.2a-c USI.3a-b USI.5b USI.9c, e	USII.2a-c	
Economics	9	USI.4c USI.8b-c	USII.3d USII.5a, d USII.7b	CE.9a-c CE.10a-d CE.11a-e CE.12a-d
Civics	12	USI.6b USI. 7a-c USI. 10a	USII.8a	CE.2a-c CE.3a-e CE.4a-e CE.5a-f CE.6a-d CE.7a-d CE.8a-d
Standards of Learning Excluded from This Test: USI.1e, USII.1e, CE.1f-g				
Total Number of Operational Items			50	
Field-Test Items*			10	
Total Number of Items			60	

* Field-test items will not be used to compute students' scores on the test.

Expanded Blueprint

Grade 8 History and Social Science

Grade 8 History and Social Science Standards of Learning USI.1a-d, f-h; USII.1a-d, f-h; and CE.1a-e will be assessed throughout the reporting categories based on content links from the Curriculum Framework.

Reporting Category: United States History to 1877

Number of Items: 12

United States History to 1877 Standards of Learning in This Reporting Category:

- USI.4 The student will demonstrate knowledge of European exploration in North America and West Africa by
- describing the motivations, obstacles, and accomplishments of the Spanish, French, Portuguese, and English explorations;
 - describing cultural interactions between Europeans and American Indians (First Americans) that led to cooperation and conflict.
- USI.5 The student will demonstrate knowledge of the factors that shaped colonial America by
- describing the religious and economic events and conditions that led to the colonization of America;
 - describing colonial life in America from the perspectives of large landowners, farmers, artisans, women, indentured servants, and slaves;
 - identifying the political and economic relationships between the colonies and England.
- USI.6 The student will demonstrate knowledge of the causes and results of the American Revolution by
- identifying the issues of dissatisfaction that led to the American Revolution;
 - describing key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, Patrick Henry, and Thomas Paine;
 - explaining reasons why the colonies were able to defeat Britain.
- USI.7 The student will demonstrate knowledge of the challenges faced by the new nation by
- describing the major accomplishments of the first five presidents of the United States.
- USI.8 The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by
- describing territorial expansion and how it affected the political map of the United States, with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California;
 - identifying the main ideas of the abolitionist and suffrage movements.

Reporting Category: United States History to 1877 continued:

- USI.9 The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by
- a) describing the cultural, economic, and constitutional issues that divided the nation;
 - b) explaining how the issues of states' rights and slavery increased sectional tensions;
 - d) describing the roles of Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas "Stonewall" Jackson, and Frederick Douglass in events leading to and during the war;
 - f) describing the effects of war from the perspectives of Union and Confederate soldiers (including black soldiers), women, and slaves.
- USI.10 The student will demonstrate knowledge of the effects of Reconstruction on American life by
- b) describing the impact of Reconstruction policies on the South.

Reporting Category: United States History: 1877 to the Present
Number of Items: 12

United States History: 1877 to the Present Standards of Learning in This Reporting Category:

- USII.3 The student will demonstrate knowledge of how life changed after the Civil War by
- a) identifying the reasons for westward expansion;
 - b) explaining the reasons for the increase in immigration, growth of cities, new inventions, and challenges arising from this expansion;
 - c) describing racial segregation, the rise of "Jim Crow," and other constraints faced by African Americans in the post-Reconstruction South;
 - e) describing the impact of the Progressive Movement on child labor, working conditions, the rise of organized labor, women's suffrage, and the temperance movement.
- USII.4 The student will demonstrate knowledge of the changing role of the United States from the late nineteenth century through World War I by
- a) explaining the reasons for and results of the Spanish American War;
 - b) explaining the reasons for the United States' involvement in World War I and its leadership role at the conclusion of the war.
- USII.5 The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by
- b) describing the social changes that took place, including Prohibition, and the Great Migration north;
 - c) examining art, literature, and music from the 1920s and 1930s, emphasizing Langston Hughes, Duke Ellington, and Georgia O'Keeffe and including the Harlem Renaissance.

Reporting Category: United States History: 1877 to the Present continued:
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- USII.6 The student will demonstrate knowledge of the major causes and effects of American involvement in World War II by
- a) identifying the causes and events that led to American involvement in the war, including the attack on Pearl Harbor;
 - b) describing the major events and turning points of the war in Europe and the Pacific;
 - c) describing the impact of World War II on the homefront.
- USII.7 The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by
- a) describing the rebuilding of Europe and Japan after World War II, the emergence of the United States as a superpower, and the establishment of the United Nations;
 - c) identifying the role of America's military and veterans in defending freedom during the Cold War, including the wars in Korea and Vietnam, the Cuban missile crisis, the collapse of communism in Europe, and the rise of new challenges;
 - d) describing the changing patterns of society, including expanded educational and economic opportunities for military veterans, women, and minorities.
- USII.8 The student will demonstrate knowledge of the key domestic issues during the second half of the twentieth century by
- b) describing the development of new technologies and their impact on American life.

Reporting Category: Geography Number of Items: 5

United States History to 1877 Standards of Learning in This Reporting Category:

- USI.2 The student will use maps, globes, photographs, pictures, and tables to
- locate the seven continents;
 - locate and describe the location of the geographic regions of North America: Coastal Plain, Appalachian Mountains, Canadian Shield, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range;
 - locate and identify the water features important to the early history of the United States: Great Lakes, Mississippi River, Missouri River, Ohio River, Columbia River, Colorado River, Rio Grande, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico.
- USI.3 The student will demonstrate knowledge of how early cultures developed in North America by
- locating where the American Indians (First Americans) settled, with emphasis on Arctic (Inuit), Northwest (Kwakiutl), Plains (Sioux), Southwest (Pueblo), and Eastern Woodland (Iroquois);
 - describing how the American Indians (First Americans) used their environment to obtain food, clothing, and shelter.
- USI.5 The student will demonstrate knowledge of the factors that shaped colonial America by
- comparing and contrasting life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment.
- USI.9 The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by
- identifying on a map the states that seceded from the Union and those that remained in the Union;
 - using maps to explain critical developments in the war, including major battles.

United States History: 1877 to the Present Standards of Learning in This Reporting Category:

- USII.2 The student will use maps, globes, photographs, pictures, and tables for
- explaining how physical features and climate influenced the movement of people westward;
 - explaining relationships among natural resources, transportation, and industrial development after 1877;
 - locating the 50 states and the cities most significant to the historical development of the United States.

Reporting Category: Economics Number of Items: 9

United States History to 1877 Standards of Learning in This Reporting Category:

- USI.4 The student will demonstrate knowledge of European exploration in North America and West Africa by
- c) identifying the location and describing the characteristics of West African societies (Ghana, Mali, and Songhai) and their interactions with traders.
- USI.8 The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by
- b) identifying the geographic and economic factors that influenced the westward movement of settlers;
 - c) describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America.

United States History: 1877 to the Present Standards of Learning in This Reporting Category:

- USII.3 The student will demonstrate knowledge of how life changed after the Civil War by
- d) explaining the rise of big business, the growth of industry, and life on American farms.
- USII.5 The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by
- a) explaining how developments in transportation (including the use of the automobile), communication, and electrification changed American life;
 - d) identifying the causes of the Great Depression, its impact on Americans, and the major features of Franklin D. Roosevelt's New Deal.
- USII.7 The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by
- b) describing the conversion from a wartime to a peacetime economy.

Reporting Category: Economics continued
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Civics and Economics Standards of Learning in This Reporting Category:

- CE.9 The student will demonstrate knowledge of how economic decisions are made in the marketplace by
- a) applying the concepts of scarcity, resources, choice, opportunity cost, price, incentives, supply and demand, production, and consumption;
 - b) comparing the differences among free market, command, and mixed economies;
 - c) describing the characteristics of the United States economy, including free markets, private property, profit, and competition.
- CE.10 The student will demonstrate knowledge of the structure and operation of the United States economy by
- a) describing the types of business organizations and the role of entrepreneurship;
 - b) explaining the circular flow that shows how consumers (households), businesses (producers), and markets interact;
 - c) explaining how financial institutions encourage saving and investing;
 - d) examining the relationship of Virginia and the United States to the global economy, with emphasis on the impact of technological innovations.
- CE.11 The student will demonstrate knowledge of the role of government in the United States economy by
- a) examining competition in the marketplace;
 - b) explaining the creation of public goods and services;
 - c) describing the impact of taxation, including an understanding of the reasons for the 16th amendment, spending, and borrowing;
 - d) explaining how the Federal Reserve System regulates the money supply;
 - e) describing the protection of consumer rights and property rights.
- CE.12 The student will demonstrate knowledge of career opportunities by
- a) identifying talents, interests, and aspirations that influence career choice;
 - b) identifying attitudes and behaviors that strengthen the individual work ethic and promote career success;
 - c) identifying skills and education that careers require;
 - d) examining the impact of technological change on career opportunities.

Reporting Category: Civics Number of Items: 12

United States History to 1877 Standards of Learning in This Reporting Category:

- USI.6 The student will demonstrate knowledge of the causes and results of the American Revolution by
- b) identifying how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence, with emphasis on the ideas of John Locke.
- USI.7 The student will demonstrate knowledge of the challenges faced by the new nation by
- a) identifying the weaknesses of the government established by the Articles of Confederation;
 - b) identifying the basic principles of the new government established by the Constitution of the United States and the Bill of Rights;
 - c) identifying the conflicts that resulted in the emergence of two political parties.
- USI.10 The student will demonstrate knowledge of the effects of Reconstruction on American life by
- a) identifying the provisions of the 13th, 14th, and 15th Amendments to the Constitution of the United States and their impact on the expansion of freedom in America.

United States History: 1877 to the Present Standards of Learning in This Reporting Category:

- USII.8 The student will demonstrate knowledge of the key domestic issues during the second half of the twentieth century by
- a) examining the Civil Rights Movement and the changing role of women.

Reporting Category: Civics continued

Civics and Economics Standards of Learning in This Reporting Category:

- CE.2 The student will demonstrate knowledge of the foundations of American constitutional government by
- a) explaining the fundamental principles of consent of the governed, limited government, rule of law, democracy, and representative government;
 - b) explaining the significance of the charters of the Virginia Company of London, the Virginia Declaration of Rights, the Declaration of Independence, the Articles of Confederation, the Virginia Statute for Religious Freedom, and the Constitution of the United States, including the Bill of Rights;
 - c) identifying the purposes for the Constitution of the United States as they are stated in its Preamble.
- CE.3 The student will demonstrate knowledge of citizenship and the rights, duties, and responsibilities of citizens by
- a) describing the processes by which an individual becomes a citizen of the United States;
 - b) describing the First Amendment freedoms of religion, speech, press, assembly, and petition, and the rights guaranteed by due process and equal protection of the laws;
 - c) describing the duties of citizenship, including obeying the laws, paying taxes, defending the nation, and serving in court;
 - d) examining the responsibilities of citizenship, including registering and voting, communicating with government officials, participating in political campaigns, keeping informed about current issues, and respecting differing opinions in a diverse society;
 - e) evaluating how civic and social duties address community needs and serve the public good.
- CE.4 The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by
- a) practicing trustworthiness and honesty;
 - b) practicing courtesy and respect for the rights of others;
 - c) practicing responsibility, accountability, and self-reliance;
 - d) practicing respect for the law;
 - e) practicing patriotism.
- CE.5 The student will demonstrate knowledge of the political process at the local, state, and national levels of government by
- a) describing the functions of political parties;
 - b) comparing the similarities and differences of political parties;
 - c) analyzing campaigns for elective office, with emphasis on the role of the media;
 - d) examining the role of campaign contributions and costs;
 - e) describing voter registration and participation;
 - f) describing the role of the Electoral College in the election of the President and Vice President.

Reporting Category: Civics continued

Civics and Economics Standards of Learning in This Reporting Category:

- CE.6 The student will demonstrate knowledge of the American constitutional government by
- a) explaining the relationship of state governments to the national government in the federal system;
 - b) describing the structure and powers of local, state, and national governments;
 - c) explaining the principle of separation of powers and the operation of checks and balances;
 - d) identifying the procedures for amending the Constitution of the United States.
- CE.7 The student will demonstrate knowledge of how public policy is made at the local, state, and national levels of government by
- a) explaining the lawmaking process;
 - b) describing the roles and powers of the executive branch;
 - c) examining the impact of the media on public opinion and public policy;
 - d) describing how individuals and interest groups influence public policy.
- CE.8 The student will demonstrate knowledge of the judicial systems established by the Constitution of Virginia and the Constitution of the United States by
- a) describing the organization and jurisdiction of federal and state courts;
 - b) describing the exercise of judicial review;
 - c) explaining court proceedings in civil and criminal cases;
 - d) explaining how due process protections seek to ensure justice.

Grade 8 History and Social Science Standards of Learning Excluded from This Test:
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- USI.1 The student will develop skills for historical and geographical analysis, including the ability to
- e) evaluate and discuss issues orally and in writing.
- USII.1 The student will demonstrate skills for historical and geographical analysis, including the ability to
- e) evaluate and debate issues orally and in writing.
- CE.1 The student will develop the social studies skills citizenship requires, including the ability to
- f) identify a problem and recommend solutions;
 - g) select and defend positions in writing, discussion, and debate.